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THE USAF ACADEMY HOW-TO-STUDY PROGRAM: A HANDBOOK FOR VOLUNTEER--ETC(U)
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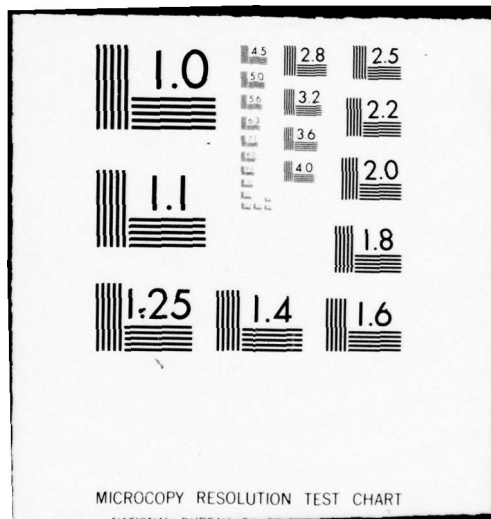
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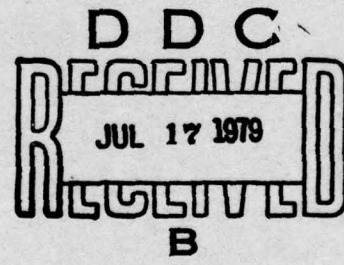


FRANK J. SEILER RESEARCH LABORATORY

FJSRL TECHNICAL REPORT 79-0003

APRIL 1979

THE USAF ACADEMY HOW-TO-STUDY PROGRAM:
A HANDBOOK FOR VOLUNTEER COUNSELORS



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PROJECT 2303

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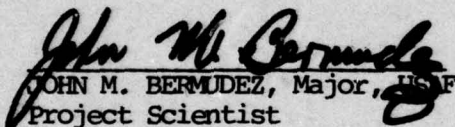
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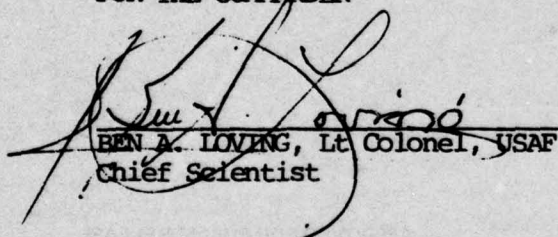
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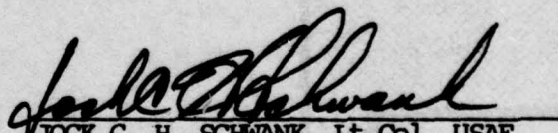
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PREFACE

The contents are adapted in part from Literature Review, Treatment Manuals, and Bibliography for Study Skills Counseling and Behavioral Self-Control Approaches to Improving Study Behavior by Alan M. Groveman, C. Steven Richards, and Richard B. Caple of the University of Missouri, Columbia, Missouri.

The editors would like to thank Dr. Jon M. Hasbrouck, Chief, Speech/Language Rehabilitation Section, Fitzsimons Army Medical Center. He provided the section titled Impact of Auditory Perceptions on Learning Disabilities.

The editors are also indebted to Mrs. Claudia Thomas for her advice, suggestions, and timely administrative support in the editing of this Handbook.

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INTRODUCTION

This Handbook has as its basis three premises about the study behavior of cadets:

1. Planning and scheduling efficient study behavior involves analytical or procedural skills and techniques which are not a part of the behavioral repertoire of some students. The counselor can lead the cadet to adopt useful time and work management habits, skills and techniques.

2. A sufficient number of these skills and techniques can be identified and taught to less experienced cadets by the counselor. Using appropriate techniques, the counselor can help the cadet to change ineffective study habits.

3. The ultimate objective of the counselor/cadet relationship is to help the cadet increase in self-awareness and self-reliance. The counselor must try to avoid overly dependent relationships which could deprive more needy students of counselor help.

Successful study improvement programs have at least three characteristics:

1. The programs require at least 10 contact hours distributed over eight or more continuous weeks.

2. Program treatments include prescriptive techniques that involve self-monitoring techniques as well as study skills instruction and advice. These treatments are provided by a counselor who cares but does not overly emphasize friendship and companionship.

3. Ideally, both students and counselors are volunteers.

Simply joining the program will not increase the student's grades. The cadet must be committed to try new techniques, and the counselor must be committed to help the cadet overcome his or her ineffective study behaviors.

GENERAL COUNSELING TIPS

Effective counseling consists of a structured, but accepting relationship that enables the cadet to gain a better self-understanding and an understanding of his/her academic problems. This insight then enables the cadet to take positive steps to change ineffective behaviors.

TRAITS OF A GOOD COUNSELOR

Sincerity

The successful counselor must be sincerely interested in the cadet and his or her problems. The counselor cannot play a role just for the sake of the counseling situation. It is necessary to develop attitudes that will enable a sincere relationship with the cadet. Be sure that you do not make any promises which you will not keep.

Acceptance

All of us have a rather strong tendency to judge one another. This is especially true of older persons when dealing with younger ones and of teachers when dealing with students. Counselors must withhold judgment and accept the cadet for what he or she is, not for what we would like for the cadet to be. The counselor should accept the cadet's attitudes and values as having meaning whether or not this meaning is understood. Acceptance does not mean that the counselor approves of the cadet's attitudes and values, but, rather, that they are recognized as important to the individual. Try to avoid being overly influenced by one aspect of the person or his/her problem, and thereby "coloring" the rest of the information.

Be a good listener

All counseling sessions are for the benefit of the cadet. The objectives of counseling can be achieved only if the cadet is encouraged to talk and the counselor listens to what the cadet says. The

counselor must listen not only attentively to what is being said, but must learn to listen perceptively for what the cadet really means. The counselor must listen from the viewpoint of the cadet. The counselor should ask the question: "How does the cadet view what he or she is saying?"

Honor confidences

Many times in a counseling situation a cadet will disclose confidential information. Respect this confidence; don't be a gossip.

Use of referral services

Sometimes you may feel there are things with which the cadet cannot or will not cope. On these occasions, the best way you can help the cadet is to make a referral to the HTS office. Check with the student or the HTS office to be sure the cadet followed through with the referral. People in the HTS office have available many specific study aids. They also have the ability to provide more intense help or diagnosis of particular problems. Counselors are encouraged to make greater use of these services.

Test anxiety problems are one area in particular which can benefit from the use of referral services. Counselors should look for indications that the cadet does poorly on examinations even though there has been adequate preparation. Candid self-reports by the cadet in the course of conversation should give a clear indication of the extent of the problem. Cadets who exhibit symptoms of "test anxiety" should be referred to the HTS office for further evaluation.

SOME COMMON CAUSES OF COUNSELING FAILURES

1. Failure to listen.
2. Failure to observe the nonverbal communications of the cadet, such as actions, gestures, and tone of voice.

3. Failure to use nonverbal communication tools effectively.
4. Failure to allow for differentials in education, culture, and age.
5. Failure to keep technical or professional words out of the conversation.
6. Failure to give enough time for the cadet to speak his or her piece.
7. Failure to clarify the questions that you ask or try to answer.
8. Failure to think before you speak.
9. Failure to recognize the therapeutic value of conversations by the cadet.
10. Failure to allow the cadet to do most of the talking.

THE INTERVIEW

Establish purpose

Before the cadet comes in, think about what you desire to achieve during this interview. Determine the purpose or objective of the interview.

Check the student's background

Find out all you can about the cadet, e.g., schools attended, test grades, family background, and any other information. This information will assist you to better understand what the cadet says during the interview.

Facilities

Consider your facilities for the interview. Ideally, they should be private, quiet, comfortable, and free from distractions and interruptions. If you must hold your interviews under less than these ideal conditions, make sure that you are using them to the best advantage.

Rapport

The first thing that should be done in the interview is to establish rapport. This is an active form of communication between two persons based on the attitude of acceptance. If this attitude of acceptance is not present, rapport will never be established no matter how long you discuss significant topics nor how comfortable the cadet may become.

Discuss worthwhile topics

Remember that counseling is a conversation with a purpose. Don't let it become a "bull" session. If you allow the interview to become a "bull" session, and you have the time and want to do this, fine, but remember that this is not counseling.

Limitations

Keep in mind some limitations of the interview situation. Some of your limitations to be considered are your position, rank, age, time available for the cadet, and the nature of your training.

Closing the interview

Don't allow the interview to come to a close like an automobile running out of gas. Close on a positive note and be sure that the counselee feels welcome to come back.

After the counselee has left, make notes of your impressions of what happened. Some record should be kept on all interviews.

Follow-up

The counselor should follow up to see if any change has been made in the counselee as a result of the interview, and, if a referral was made, a follow-up should also be made with the referred agency.

CHECK LIST ON THE EFFECTIVENESS OF THE INTERVIEW:

- .. Did I prepare adequately for the interview?
- .. Did I make it possible and easy for the CADET to make full use of the counseling situation?
- .. Did I help to free the cadet from tensions or fears that might block clear understanding and constructive action?
- .. Did I help the cadet to grow in self-understanding?
- .. Was the real problem identified and examined?
- .. Was a possible and satisfying course of action planned?
- .. Were other resources identified and used?
- .. Was the plan of action carried out?
- .. Was the interview followed up?
- .. Was a record made of the interview?

IMPACT OF AUDITORY PERCEPTION ON LEARNING DISABILITIES

The clinicians of the Speech Pathology Section, of Fitzsimons Army Medical Center, evaluate many children and adults with learning disabilities. Frequently, the evaluations indicate that the learning disability is due to an underlying auditory perception disorder. If that is the case, appropriate treatment procedures are undertaken and, in most cases, the learning disability is eliminated or markedly reduced.

It is possible that many USAFA cadets, who are having difficulty academically, may be suffering from some type of auditory perception disorder. Experience has shown that proper diagnosis and treatment of auditory perception problems in USAFA cadets will result both in improved academic performance for those cadets experiencing academic failure and in a greater number of cadets being retained by the Academy.

Auditory perception involves comprehension of the meaning of auditory stimuli. This is in contrast to auditory reception, which deals with whether or not the person can hear. In the case of auditory perception, we are usually dealing with a person who hears normally, but has some defect in the functioning of the auditory neurological system beyond the ear. Auditory perception consists of essentially eight components, which are:

1. Auditory attention -- recognizing and responding to the presence or absence of sound. Problems may be indicated by instructor observations that a cadet had difficulty "staying with" the flow of lecture material or difficulty attending to information or directions presented in face to face interactions. Cadet reports of frequent "daydreaming" or difficulty following lectures in different classes may be indication of problems with auditory attention.
2. Sound localization -- determining the direction or source of sound. The greatest problem with sound localization tends to be

confusion resulting from inability to find a sound source. In a lecture class, confusion may occur as a cadet seeks to find another cadet asking a question. In the confusion of his search for the source of the question, the first cadet may miss the question and the answer and end up asking the same question later. This type of problem will be magnified in field, athletic, and/or training exercises where multiple or changing sound sources are present. The confusion generated by the search for the sound source may create problems for integration and comprehension of auditory messages.

3. Auditory discrimination -- detecting differences among sounds and recognizing the different speech sounds. Problems may be indicated in a number of ways. Cadets may appear to hear a message and comprehend it, but, in fact, they have confused words that sound alike with each other and have completely misunderstood the message. Examples of such confusions might be "wear" for "tear," "he" for "she," "go" for "show," etc. Problems often occur in learning a foreign language. The cadet may not be able to learn the appropriate sounds that go with the letters of the sound/symbol system of the language. Problems become apparent when a cadet reads aloud and mispronounces words. Often, a sentence or short paragraph is presented verbally and a cadet is asked to repeat it verbatim. Problems become apparent when the cadet repeats the sentence(s), but substitutes words that sound like words in the sentence, but change the sentence meaning. Any form of reading disability may reflect a problem in auditory discrimination.
4. Auditory memory -- storing auditory experiences which allows for comparison of past and present auditory stimuli. Memory deficits can occur in either or both short term memory and long term memory functions. Cadets may demonstrate difficulty in remembering strings of numbers, difficulty in following directions for fine motor tasks, difficulty in following directions for gross motor tasks, and/or difficulty in hearing information and picking out and retaining the relevant ideas.
5. Auditory figure-ground -- selecting relevant auditory stimuli from irrelevant background sounds and noise. Problems are evident when a cadet describes or is observed to have difficulty understanding messages in background noise. For cadets with a figure-ground problem, such simple things as sitting near a hallway or window, hearing a pencil drop, hearing paper rustle, or hearing someone else talking or whispering is enough to impair their ability to comprehend the primary message. Cadets with this problem will study with their hands over their ears or will describe having difficulty studying when radios are on or friends are talking.

6. Auditory closure -- filling in missing elements when an incomplete auditory stimulus is received, such as a sound missing in a word or a word missing in a sentence. This is a difficult area to diagnose without specific testing. Problems may be apparent when a noise or a visual distraction occurs during a lecture and the instructor happens to ask a cadet what was just said. If the cadet can't fill in what he missed during the distraction, he may have auditory closure problems.
7. Sequencing -- putting a series of sounds into correct order both spatially and temporally. Problems in spatial sequencing may be most apparent in cadets' spelling. They may reverse letters and sound groups because they don't have the ability to sequence properly what they have heard. This may be most apparent in writing in English and in a newly learned foreign language. Any reading disability may reflect problems of auditory sequencing. Problems in temporal sequencing appear as difficulty with inflection and intonation patterns in speaking English and/or a foreign language.
8. Synthesizing -- blending sounds together to form a word and/or breaking a word down into separate sound elements. Problems in this area may be apparent when a cadet has difficulty sounding out words. In other words, he exhibits difficulty in breaking a word down into its component sounds either to say it or to spell it. Again, any reading disability may reflect problems in synthesizing.

As already indicated, test batteries are available which allow clinicians to assess the components of auditory perception in depth. Once a problem area has been diagnosed, treatment procedures are available to either eliminate problems in component areas or to teach more effective compensatory skills.

Hopefully, with the information you have been provided, you will be able to identify cadets at risk for auditory perceptual problems. They should be referred to the How to Study office for further evaluation and treatment/referral.

VISUAL LEARNING DISABILITIES

In addition to the auditory perception problems, cadets might have visual perception problems. We want to provide our study counselors with some very basic information to help them recognize cadets whose academic problems may be caused by some sort of visual learning disability.

There are three major parts in the visual processing system; the eye muscles, the eye, and the brain which acts as a visual processor. Distinctions must be made between a) eye defects which involve seeing, b) eye defects which involve reading efficiency, and c) visual processing problems which involve reading deficits. Here then are some signs of reading deficit which could mean a visual learning disability exists.

Very slow reading - usually, learning disabled students take more time to focus upon a visual object. There is a greater amount of effort involved in discriminating words which help to cue the student to remember and understand the material. Learning disabled students will complain of being very slow readers. They will also complain of having great difficulty in comprehending.

Learning disabled students are not able to attend to visual objects as well as the non-disabled students. They process visual information more slowly. They also make more errors in carrying out a task after they have carefully read the instructions. They may seem to act more impulsively in carrying out a task after they have read the instructions.

Learning disabled students spell and write poorly. They will reverse letters and numbers (e.g., "I" for "L", "P" for "9"). They also may reverse whole words (e.g., was-saw).

Cadets who exhibit any of these characteristics, or any of those characteristics described in the previous section, should be referred immediately to the How to Study office. They will receive further evaluation to determine whether or not their academic difficulties might be related to some form of a learning disability. Many cadets who have a learning disability can be helped by various remedial programs. Adequate help will greatly facilitate their academic progress.

USE OF PROVIDED SESSION PLANS

Outline plans for each of several types of sessions are provided. These outlines contain (a) one or more goals for each session and (b) the main points that should be covered during the session. Although these outlines appear in numerical sequence in this handbook, counselors naturally must tailor their assistance to the cadet's needs. Therefore, counselors must choose their own sequence of session plans, and they will select only those plans which they judge to be relevant. In most cases, a minimum eight week program or 10 contact hours will be carried out.

RECOMMENDED SESSION ORGANIZATION

Each session with a student should be subdivided into three structural parts. This structure sets the tone for results-oriented sessions which can be very rewarding to both participants, giving them both a sense of achievement.

1. The Opening & Review.
2. The Discussion and/or Review
3. The Closing
1. Opening & Review (5-10 minutes)
 - a. This is a warm-up period. Work up to sharing your goals for the session with the cadet.
 - b. Review the last session, and discuss any questions the cadet may have.
2. Discussion & Diagnosis (20-40 minutes)
 - a. Discuss or teach new material.
 - b. Discuss identified problems and techniques to solve or ameliorate.

3. Closing (5-10 minutes)

- a. Summarize main points covered, agreements reached, and answer questions.
- b. Remind cadet of time and date for next session.
- c. Praise and otherwise reinforce successful aspects of the cadet's behavior (e.g., smiles, pat on back, etc.)

SESSION PLAN 1

Subject: Self-Monitoring

Goals: 1. To learn about self-monitoring.

2. To learn to use self-monitoring for increasing study time.

Main Points:

A. What self-monitoring is:

"The systematic observation and recording of one's own behavior."

B. What self-monitoring does:

1. Provides a person with information for self-awareness, self-evaluation, and self-reinforcement.
2. Provides students with information about progress, quantity, and quality of their study behavior.

C. How self-monitoring works:

1. Daily records of three types of information must be kept.
 - a. Number of pages read for all courses.
 - b. Number of hours studied for all courses.
 - c. Number of hours studied for the most difficult course.
2. THESE RECORDS MUST BE MARKED EVERY DAY AND SUMMED WEEKLY.
3. A special effort must be made to be accurate and to pay attention to the information recorded. The student must have a "total number of study hours goal" for each week. This goal should be increased gradually each week. The following study goal schedule is recommended:

STUDY TIME GOALS*

<u>Weeks in Study Program</u>	<u>Hours of Study</u>
1	15
2	17
3	20
4	22
5	25
6	27
7	29
8	30

* For maximum positive effect on Mid-term grades, this schedule should begin NLT Lesson 3.

- Also, counsel cadet on efficient scheduling of study time.

D. Getting Started;

1. Give cadet blank self-monitoring sheets (see samples below).
2. Discuss proper use of sheets. Record all pages read and all hours spent studying. (This does not include time spent in lectures.)
3. Emphasize (regularly) that the small amount of time spent in planning a schedule and in recording the results is paltry compared to the gain in time savings that will be realized. Most students actually find they have more time for relaxation than before they self-monitored.
4. Counselors should check these sheets at least every other session.

Closing: Remind student of time for next session.

Praise student

NOTE: There are copies of the Self-Monitoring Sheets, etc. in the How to Study Program Office. Either you, the counselor, or the cadet should stop by at any time to take any sheets which are needed.

SELF-MONITORING SHEET

NAME _____ MONTH _____

WEEK _____ to _____

Number of hours you plan to study next week _____.

	NUMBER OF PAGES READ FOR EACH COURSE		MINUTES OF TIME STUDIED FOR MOST DIFFICULT COURSE (Studied First)	NUMBER OF HOURS STUDIED FOR <u>ALL</u> COURSES
MON				
TUES				
WED				
THURS				
FRI				
SAT				
SUN				
WEEKLY TOTALS				

STUDY TIME LOG

NAME _____

DATES _____

PLANNED

ACTUAL

Course Title	Week	M	T	W	T	F	S	S	Planned Total	M	T	W	T	F	S	S	Actual Total
	1st																
	2nd																
	3rd																
	4th																
	1st																
	2nd																
	3rd																
	4th																
	1st																
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	3rd																
	4th																
	1st																
	2nd																
	3rd																
	4th																

Hourly Totals

1st Week	2nd week	3rd week	4th week
P A	P A	P A	P A
/	/	/	/

How to Study Program - Academic Material

STUDY AND FREE TIME SCHEDULE

Month _____

Week: _____ to _____

Number of study hours planned this week: _____.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
0730							
0830							
0930							
1030							
1130							
1240							
1340							
1440							
1540							
1640							
1740							
1800							
1915							
2000							
2100							
2200							
2300							

Voluntary weekly study schedule to help students plan their free time and their study time.

(This form is most useful during the first few weeks of self-monitoring.) Emphasis should then shift to the self-monitoring sheet or the Study Time Log.

How To Study Program - Academic Material

SESSION PLAN 2

Subject: Efficient Scheduling of Study Time (See also Self-Monitoring)

- Goals:
1. How to create and use a study schedule.
 2. Why a schedule is important.

Main Points:

A. Factors involved.

1. Need for effective budgeting of time.
2. Need for free time and study time.

B. What is your most efficient study time?

C. How much study time? (Make out a realistic schedule)

- daily
- weekly
- Allow $2 \frac{1}{2}$ x No. of credit hrs/wk for the most difficult course (=7.5/3s.h.)
- Allow 1.5 x No. of credit hrs/wk for the easiest course (=4.5/3 s.h.)

Closing: Set time for next session.

Praise cadet.

SESSION PLAN 3

Subject: Long range plans

- Goals:
1. Identify the need to break tasks into sub-tasks.
 2. Need to plan completion dates for sub-tasks.

Main Points:

- A. Major requirements such as GRs and papers can and must be broken down to sub-tasks.
 1. A paper might be subdivided into topic selection, literature review, draft paper, final typing.
 2. A GR might be subdivided into general overview and intensive study.
- B. Completion of the Cadet Milestone Chart (see sample below) will facilitate semester planning.
 1. Scratch out inappropriate semester and month headings.
 2. Schedule events as soon as the due dates are known.
- C. Schedule conflicts will become readily apparent.

Closing: Set time for next session.

Praise cadet.

SESSION PLAN 4

Subject: Stimulus Control of Behavior

Goals: To learn and use stimulus control techniques for improving study behavior.

Main Points:

A. What stimulus control is:

1. Behavior is influenced by the environment or stimuli around us (desks, tables, people, etc.).
2. If you change your environment, you can change your behavior as well.
3. For example, if a particular stimulus (the library, empty classroom, time log, etc) is associated mentally with efficient studying, then the stimulus will influence the behavior (i.e., you tend to study efficiently when in the presence of these objects or events).
4. There are three (3) key variables: time, place, and distractions.
 - a. Time - Study at regular times each day and try to do nothing but study at these times. Take short breaks at least every hour. Plan to increase study time a little each day until you reach an optimal goal.
 - b. Place - Only study at certain regular places (e.g., at the desk in your room or a particular place at the library, or elsewhere). This place should be quiet, comfortable, and well lit. If you start to daydream in this place, then leave it immediately and take a short break. Return to this "study place" ready to work.

c. Distractions - Study where noises, disturbances, etc. are at a minimum. This may be the most crucial variable of the three.

d. Have the cadet discuss time, place, and distractions with you. (Such discussions raise awareness levels.)

Closing: Set time for next session.

Praise cadet.

SESSION PLAN 5

Subject: Self-Instruction (Self-Talk)

Goal: To help cadet learn more appropriate self-instructions and how to apply them in studying.

Main Points:

A. What self-instructions are:

Self-instructions are self-statements or self-talk. People frequently make these covert "internal statements" to themselves. These statements usually involve a dimension of evaluation and a dimension of instruction. Sometimes these statements are functional (adaptive, positive). All too often they are negative and dysfunctional.

In a sense, using such internal language "programs" the person to carry out his or her own instruction.

Example:

(Sample of negative self-statements and more functional self-statements.)

1. Negative self-statements:

a. "I know that studying is useless because I'm going to fail anyway!"

"Studying is just a waste of my time and I have more important things to do."

c. "The teacher hates me; he or she will probably flunk me, so why should I study?"

2. More functional self-statements:

a. "I know that if I study I will probably do better on my tests!"

- b. "Studying is not a waste of my time and I better get started with it now."
- c. "The teacher may or may not like me, but I still have to take the tests in the course and studying should help me do better."

B. How to raise awareness about self-instruction tendencies.

- 1. Ask your cadet to take a few minutes to imagine (form mental picture) he or she is about to study or take a test, etc.
- 2. Have your student verbalize the self-statements that they have thought of during the above event.
 - a. List self-statements.
 - b. Ask cadet to formulate more positive statements, then verbalize them.
 - c. Ask cadet to again imagine (picture) about to begin studying, testing, etc. and to now employ the new, positive statements.
 - d. Cadets who have difficulty with this exercise may be resisting efforts to change dysfunctional behavior. A very few students normally cannot form "mental pictures."

Closing: Remind student of time for next meeting.

Praise student.

SESSION PLAN 6

Subject: Application of Self-Reinforcement to Improving Study Behavior

Goal: To learn and use self-reinforcement techniques

Main Points:

- A. Self-reinforcement is rewarding oneself for good study behavior.

Self-reinforcement also means to obtain knowledge of results of one's behavior (e.g., recording time involved in study). Knowledge of results is also a form of reward. Rewards can be either covert (self-praise) or overt (watching TV or getting a snack, or talking to friends).

- B. The basic procedure for self-reinforcement is STUDY —————> Self-record study behavior —————> evaluate study behavior —————> self-reinforce —————> strengthening of study habits.

- C. When to use self-reinforcement:

When student meets his or her study goals. Cadets can set "contracts" with themselves. Some cadets benefit from this awareness-raising exercise. See example on following page:

Closing: Remind student of time of next session.

Praise student.

NOTE: There are copies of the Self-Reinforcement Study Contract in the How to Study Program Office. Either you, the counselor, or the cadet should stop by at any time to take copies of the sheet as needed.

SELF-REINFORCEMENT STUDY CONTRACT

Please fill out this page with the required information.

1. Study Goals: _____

2. Self-reinforcement (contracted in advance):
 - a. Self-praise thought - " _____
_____."
 - b. Overt self-reward - _____

3. Recorded Data: (time spent, pages read, time per course, exercises done, etc.) _____

4. Evaluation. (performance compared to goal, or previous performance) _____

How To Study Program - Academic Material

SESSION PLAN 7

Subject: Textbook reading efficiency skills

Goals: 1. Know how to use reading time most efficiently.

2. Learn the SQ3R method.

Main Points:

A. The SQ3R method should be used for every textbook assignment.

B. Unless it is used all the time, it will not work.

C. SQ3R Method:

1. SURVEY.

a. Skim over chapter headings and topic headings within each chapter.

b. Read summary paragraph at the end of each chapter, if there is one.

c. Notice core ideas of each chapter.

d. The goal is to help you organize ideas when chapter reading is done.

2. QUESTION.

a. Create a question from the first heading.

b. This is done to increase curiosity about the chapter and to orient the student - towards finding critical information in the chapter.

c. Key words to ask when reading are the basic interrogatives:

Who? Why? Where? What? How? When?

d. What ideas does the author really want to make reader aware of?

3. READ.

- a. Read each chapter to answer the questions that you have developed.
- b. Notice italicized words and phrases.
- c. Were all your questions answered?

4. RECITE.

- a. Try to answer the created questions without looking back at the book.
- b. Use your own words to express your thoughts.

5. REVIEW.

Review your notes.

Example:

The sample paragraph below is presented to demonstrate the use of the Survey, Question, and Read portions of the SQ3R method.

Causes of the French Revolution

Although it has been argued that the reasons for the French Revolution were as numerous as the roots of a tree, there were probably three basic causes of the Revolution. The first cause centers around the emerging French middle class' desire to expand its influence within the government. The industrial revolution had created a potent middle class yearning for power. The intolerable conditions under which they were forced, by the nobility, to live made them ripe for revolution. The third reason had its source in events that happened 3,000 miles away. The recent revolution in the United States quickened within the French their own desires for democracy.

- I. Survey - This paragraph is about the causes of the French Revolution.
- II. Question - What are the causes of the French Revolution?
- III. Read - There were three causes:
 - A. The middle class' desire for power.
 - B. The dissatisfaction of the peasants.
 - C. The example of the revolution in the United States.
- IV. Recite
 - A. Try to answer questions asked without looking at book (using own words).
 - B. Can students do this?
 - If they can, they know the chapter.
 - If they cannot, they don't know it, they should then go back over it.
 - C. Another method - use 3x5 cards
 - questions on one side, answers on the other - provides basis for text studying.
- V. REVIEW.
 - A. Check over notes that were made.
 - B. Cover up notes and recall major points.

Example:

The sample paragraph presented on page 31 above is referred to again to demonstrate the use of the Recite and Review portions of the SQ3R.

- I. Recite - the front of 3x5 card is used to write a question and the back of the card is used to write the answer.

A. Card #1

Front - First cause of the French Revolution?

Back - The middle class' desire for power.

B. Card #2

Front - Second cause of the French Revolution?

Back - The dissatisfaction of the peasants.

C. Card #3

Front - Third cause of the French Revolution?

Back - The example of the revolution in the United States.

II. Review

- A. Answer the questions without looking at the back of each 3x5 card.

Closing: 1. Remind cadet of next meeting.

2. Praise and otherwise reinforce successful aspects of cadet's behavior.

SESSION PLAN 8

Subject: Classroom note-taking skills

Goals: To become proficient in note-taking.

Main Points:

A. Myths.

1. Don't take notes, just listen in class.

(Can anyone remember everything?)

2. Take notes only on a few important points.

(Many cadets can't decide on what's important.)

3. Reflect a lot on lecture ideas.

(Problem-instructor can leave you behind.)

4. Complain that instructor is poor lecturer.

(He or she may be, but you still have to take final exam.)

B. Steps to improve skills.

1. Good listening -

- a. Listen to understand, not refute.
- b. Stay alert.

2. Orderliness -

- a. Keep separate loose-leaf section or separate book by course.
- b. Write legibly.
- c. Develop simple abbreviation system (i.e., & (and), ... (therefore), b (but).

- c. Note-taking format.

There are several alternative formats which can be used.

Discuss the three formats which are illustrated. In some cases the cadet may want to turn the notebook sideways to write in the narrow columns.

NOTE-TAKING FORMAT I

← 3" →

Use this column for textbook
notes

← 3" →

Use this column for in-
class notes

Use this
column
for key
ideas

Use this space for summary.

↑
2"
↓

NOTE-TAKING FORMAT II

Use this
column
for key
ideas

Use this section for detailed notes.

Cover this section and use the left-hand
column to test yourself on how much detail
you can fill in.

Brief
summary
of the
page
you are
studying.

NOTE-TAKING FORMAT III

Use this
column
for key
ideas

Use this section for detailed notes.

Cover this section and use the left-hand
column to test yourself on how much detail you
can fill in.

Page summary here.

Closing:

1. Remind cadet of next meeting time.
2. Give praise for successful aspects.

SESSION PLAN 9

Subject: Test-Taking Strategies

Goal: To learn test-taking strategies for both essay and objective examinations.

Main Points:

A. General Rules for all exams.

1. Make a review schedule - don't cram.
2. Take outlines, lecture notes, textbook notes, and prepare summary of main topics (use 10-12 major subheadings).
3. Take all the facts, details, laws, principles, etc. and organize them under the subheadings developed above.
4. Go over prior quiz papers if appropriate.

B. Rules for essay exams.

1. Read all essay test directions with care!
2. Jot down points you recall in relation to the question. (If there is time, attempt to outline.)

C. Rules for objective tests.

1. Read the general directions with care!
2. Don't spend too much time on any one item. Return to the item when you have completed the rest of the test.
3. Attack each item, narrow down your choices (if possible, mark off wrong answers).
4. Don't change answers unless you are sure that you know the correct answer.

Closing:

1. Remind student of next appointment.
2. Give praise for successful aspects of behavior.

SESSION PLAN 10

Subject: Assessment and Review of Counseling Sessions

Goals: 1. To briefly review session topics and techniques discussed with student during first eight weeks.

Main Points:

- I. Remind student of all techniques discussed, e.g.,
 - A. Self-monitoring.
 - B. Note-taking skills.
 - C. Self-Instruction.
 - D. Motivation.
 - E. Self-Reinforcement.
- II. Remind student of goal of self-reliance.

Closing:

- Questions
- Goodbyes - so-longs - next appointment
- Determine at this meeting whether student desires to continue or drop. Mandatory students should continue for one semester.

PROGRAM COMPLETION

There are several guidelines which you can use to determine that a cadet has "completed" the How-to-Study Program. They are as follows:

1. The cadet is studying a minimum of 22 clock hours per week, and
2. There is mutual agreement that there is no need for you and the cadet to meet more than once a month.

Additionally, if the person is a 4C cadet:

3. Try to keep the 4C cadet in the program for a full semester.

PLEASE BE SURE TO INFORM THE HOW-TO-STUDY OFFICE WHEN TO DROP A CADET.

REMEMBER THAT THE GOAL IS TO MAKE EACH CADET SELF-RELIANT.